Master of Divinity, Master of Ministry, and Related Programs

OT501/D
Old Testament Foundations

Semester 1, 2016

Malyon College
is an approved institution of the
Australian College of Theology

OT501/D is offered by Malyon College as part of the Master of Divinity, Master of Ministry, and Related Programs authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
MALYON COLLEGE

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we’ve learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner’s reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:
(1) the Anglican Primate of Australian and the Dean of the ACT,
(2) the principals of 10 Anglican Theological Colleges,
(3) 21 persons elected by the House of Bishops of the General Synod,
(4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
(5) 5 graduates holding an ACT research degree,
(6) 5 graduates holding any other degree of the ACT.
UNIT DETAILS

Unit Description

OT501/D examines the foundations of the Old Testament as found in the Pentateuch (Genesis to Deuteronomy) and the Historical Books (Former Prophets). Consideration is given to the Old Testament in general, the cultural and historical context, introductory matters and theological themes. Additionally, the implications of the Old Testament for Christian life and thought are considered.

This unit falls under the Bible and Languages field of study; together with OT502/D, it forms the essential foundation for all advanced studies in the Old Testament.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

None

Exclusions

None

Unit Content

The unit is made up of the following sections and sub-sections:

1. The Old Testament or Hebrew Bible:
   b. Authorship in ancient times.
   c. Oral tradition.
2. The Torah or Pentateuch:
   a. Genesis.
   b. Exodus.
   c. Leviticus.
   d. Numbers.
   e. Deuteronomy.
3. The Former Prophets or Historical Books:
   a. Joshua.
   b. Judges.
   c. Samuel.
   d. Kings.

**Learning Outcomes**

On completion of this unit, students will be able to:

1. Demonstrate an overall acquaintance with the text of the Old Testament, as one of the two primary documents of biblical studies and Christian ministry.
2. Demonstrate knowledge of the content and nature of the literature in the Old Testament.
3. Demonstrate an understanding of the overall historical framework within which to interpret the books of the Old Testament.
5. Discuss the major theological themes of the Old Testament and their significance for Christian theology.

**Workload Requirement**

A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1. **Contact students:**
   a. Lectures – 3 hours per week;
   b. Preparation – 2 hours per week;
   c. Assignments – 5 hours per week.
2. **Distance students:**
   a. Home study; including forums and revisions – 5 hours per week;
   b. Assignments – 5 hours per week.

**Learning Guides**

Students should access the Learning Guides on the unit Moodle page for guidance through their studies for the semester.
**Assessment Requirements**

The student shall complete the following assessment requirements:

1. Two short tests (30% [15% each])
2. Interpretive essay (30%)
3. Final examination (40%)

*Contact students will be expected to attend all lectures; while the forum posts are the distance student’s equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students.*

*Students who fail to attend lectures or complete forum posts satisfactorily may be failed.*

**Required Resources**

The required textbook for this unit is:


Additionally, further learning resources may be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.
<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16 Feb</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>2</td>
<td>23 Feb</td>
<td>Introducing Torah</td>
<td></td>
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<tr>
<td>3</td>
<td>1 March</td>
<td>Book of Genesis: 1-11</td>
<td></td>
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<tr>
<td>4</td>
<td>8 March</td>
<td>Book of Genesis: 12-50</td>
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<tr>
<td>5</td>
<td>15 March</td>
<td>Book of Exodus</td>
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<td>6</td>
<td>22 March</td>
<td>Book of Leviticus</td>
<td>Short Test 1</td>
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<td></td>
<td>29 March</td>
<td>Study Week</td>
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<tr>
<td></td>
<td>5 April</td>
<td>Study Week</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>12 April</td>
<td>Book of Numbers</td>
<td>Interpretive Essay</td>
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<tr>
<td>8</td>
<td>19 April</td>
<td>Book of Deuteronomy</td>
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<tr>
<td>9</td>
<td>26 April</td>
<td>Introducing the Former Prophets</td>
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<tr>
<td>10</td>
<td>3 May</td>
<td>Book of Joshua</td>
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<tr>
<td>11</td>
<td>10 May</td>
<td>Book of Judges</td>
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<tr>
<td>12</td>
<td>17 May</td>
<td>Books of 1&amp;2 Samuel</td>
<td></td>
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<tr>
<td>13</td>
<td>24 May</td>
<td>Books of 1&amp;2 Kings</td>
<td>Short Test 2</td>
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<td></td>
<td>31 May</td>
<td>Study Week</td>
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<td></td>
<td>6-10 June</td>
<td>Exams Week</td>
<td>Final Exam</td>
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</table>
I was born and raised in the Driftless region of the state of Wisconsin, USA. This is a beautiful area along the Mississippi river that the Ice Age forgot, leaving untouched its rolling hills of hardwoods and valleys of crystal clear streams. As such, I grew up hunting and fishing and helping work my aunts and uncles’ farms.

I’m married to Andrea (Andie), a woman who’s way out of my league, and we have a little boy called Elijah. Fortunately, he looks like his mother. Andie and I are very active and love the outdoors, so on the weekends you’re likely to find us out running, biking, or hiking. I’m also an avid fly fisherman and sports fan.

I’ve served in campus ministry, a variety of church contexts, and lectured at institutions in England and the US. My research and writing interests are eclectic: I’ve published one book (Portraits: Seeing the Old Testament’s Confusing Characters as Ethical Models), have another with the publisher (The Memoir of Moses: Deuteronomy and the Shaping of Israel’s Memory), and am commissioned to write another (a small book on Deuteronomy for the Transformative Word series). I’ve also just finished a book chapter on how to read the Psalms messianically. Above all, though, my enduring interest is in making theological education transformative. My reading, writing, and practice are all bent toward this end.

Contact details:
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**Assessment Instructions**

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.

2. The current **Assignment Style and Writing Guides** are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.

3. The **due date** is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. Penalties for late submission are set at 5% per College week. The Assignment Style Guide contains details of the protocols to be followed.

4. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

5. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
   a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
   b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

6. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
   a. Body of assignment:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
   b. List of References and referencing:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
ASSESSMENT REQUIREMENTS

Requirement 1: Two Short Tests

Two short tests, each worth 15% of the semester’s assessment, will gauge your comprehension of the assigned reading from the Walton & Hill Textbook. Please note:

1. **Only the textbook**: while the material will undoubtedly overlap with class lectures and module learning guides, this assessment is **exclusively based on the textbook**. Even if lectures or notes—or the Malyon principal or the Pope!—say something different, these short tests are only concerned with what the ideas expressed in the assigned readings of the textbook. As such, when you answer the questions, you should only be concerned with answering **according to the reading**.

2. **On Moodle**: even for on-campus students, these are to be completed on Moodle. They are to be completed, of course, without the aid of notes, texts, or anything other than your mind.

3. **The main thing**: the tests are not meant to trick you, but to gauge your comprehension of the main ideas of the textbook. When you read, focus on the main ideas, key concepts, etc., rather than the minutia.

*Note 1*: tests are to be completed and turned in by 11:59 PM of the day they’re due (e.g., Short Test 1 on is due at 11:59 PM 22 March).

*Note 2*: If a test is turned in late, it receives a zero.

*30% of total grade*
**Requirement 2: Interpretive Essay**

Further explore one theme, passage, person, or interpretive framework discussed in class. Some examples:

- Theme: humanity as image bearers
- Passage: Exodus 34
- Person: the priest (a general office) or Joshua (a particular person)
- Interpretive framework: the theme of the Pentateuch (ala D. Clines)

If you want to explore something not especially discussed in class, please see me first.

**Assignment options:**

Choose one of the following for your choice from above:

1. Analyse your subject through the appropriate literary, historical, and theological lenses. In particular, you should explore your subject’s significance in its biblical book and in the OT more broadly. Where appropriate, you should discuss the role of the subject in the life and faith of ancient Israel. **1500 words**.

2. Utilising an artistic medium (art, music, drama, etc.), reflect the theological significance of your chosen subject. The **final submission** should be artwork, a musical piece (including recording of its performance), or dramatic script (along with recording of its performance). Also submit a **500-800 word explanation of your work (highlighting any critical issues)**.

3. Build or make something that expounds your chosen subject. For example, you might make a poster for youth group, build a set for a church play, or sew vestments for a sermon or celebration. Your **final submission** will include the creation itself (unfortunately, I must have access to this, so distance students might be a bit limited in this regard!) and a **500-800 word explanation of your work (highlighting any critical issues)**.

4. Share your chosen subject with a person or group who you think it might impact. Your sharing can take nearly any form, but it should include the fundamentals of the subject and its importance within scripture and to the people of faith (Israel and us!). Your final submission will be a **1500-word account** of whom you chose to share with, what, why, how you did it, and what the outcome was (**highlighting how you handled critical issues in your sharing**).

**Assessment criteria:**

1. Properly respond to the assessment item.
2. Meaningfully utilise the medium of presentation required, including technical demands.
3. Reflect on the key dimensions of the chosen subject matter.
4. When required, the explanation should reflect the substance of the medium of expression and the way in which you engaged major critical issues from scripture.

**30% of total grade**
Requirement 3: Final Examination

A final 1.5 hour examination, covering the whole semester's work, and worth 40% of the semester's mark.

This will focus on the class material, which for distance students means module learning guides and for on-campus students means learning guides, discussions, and activities. The exam will test everything from key names, dates, and themes to one’s ability to interact with theological issues in essay format.

*Note: the focus here is on class material, not on assigned readings or the work you do in the interpretive essay assignment.

40% of total grade
**UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES**

*Developing Christians of Influence*

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.”

*(Jeremiah 3:15)*

<table>
<thead>
<tr>
<th>Graduate Attribute 1: Personal Maturity – ‘Shepherds with God’s heart’</th>
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</thead>
<tbody>
<tr>
<td>a. grows a deepening relationship with Jesus</td>
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<tr>
<td>b. is secure in God’s call with a desire and ability to learn and grow</td>
</tr>
<tr>
<td>c. is self-aware and maintains self-care</td>
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<tr>
<td>d. seeks and builds healthy relationships</td>
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<tr>
<td>e. is committed to living with integrity and prayerful dependence on God</td>
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<tr>
<th>Graduate Attribute 2: Theological Maturity – ‘Knowledge and understanding of God’s heart’</th>
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</thead>
<tbody>
<tr>
<td>a. knows and trusts the Bible</td>
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<tr>
<td>b. understands the context of diverse theological ideas</td>
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<tr>
<td>c. forms a personal theology which is both biblical and thoughtful</td>
</tr>
<tr>
<td>d. reflects theologically and applies the Bible to real life</td>
</tr>
<tr>
<td>e. is committed to helping others know God’s grace and truth and live God’s way</td>
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<tr>
<th>Graduate Attribute 3: Ministry Maturity – ‘Knowledgeable and wise shepherds’</th>
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<tbody>
<tr>
<td>a. is able to have a godly influence over others</td>
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<tr>
<td>b. possesses skills needed for chosen ministry path</td>
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<tr>
<td>c. understands cultures and contexts and is able to minister in a range of contexts</td>
</tr>
<tr>
<td>d. is able to work with and lead a team</td>
</tr>
<tr>
<td>e. is committed to serving, evangelising and mentoring others</td>
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</table>

1. A major thrust of this unit  
2. A contribution that this unit should make  
3. A possible function of this unit, but not targeted  
4. An unlikely product of this unit

**Note:** Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.
ACT POLICIES AND PROCEDURES

Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
3. Academic Appeals Policy.

Accessing Documents

These and other policy documents are publicly available in the following handbooks, through links on ACT’s home page (www.actheology.edu.au):

1. Undergraduate Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the ‘Recent Updates’ link found on the ACT website.